



COMMUNICATING *Together*

A Quarterly Magazine About Augmentative
and Alternative Communication

Vol. 3, No. 3

September 1985



PHONIC EAR AND BLISSYMBOLICS COMMUNICATING TOGETHER!

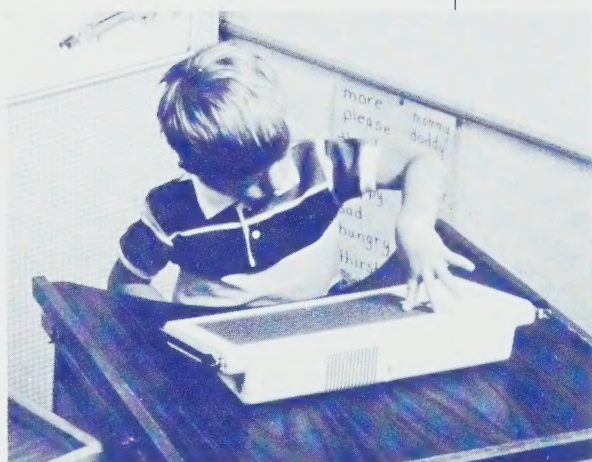


THE NEW PHONIC EAR VOIS 135

Selecting the appropriate augmentative communication system for the nonspeech person is only part of the total picture. Choosing and organizing a meaningful vocabulary for that person and selecting the symbol system to represent the vocabulary is of obvious importance.

Whether using traditional lithography, pictures, or other symbol systems such as Bliss, it is important that the augmentative communication device be flexible enough to accept a variety of these systems.

THE NEW PHONIC EAR VOIS 135 GIVES YOU THIS FLEXIBILITY!



- ☐ Extended memory and storage for personal information
- ☐ Multiple person usage format
- ☐ Increased speed and accuracy
- ☐ Adaptable to symbol and picture systems
- ☐ Teaching/learning tool
- ☐ Increased target size as needed

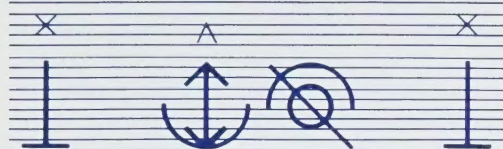
For more information or a no obligation demonstration, write to:

))))Phonic Ear

250 Camino Alto
Mill Valley, CA 94941
Toll free: 800/227-0735
Calif: 800/772-3374

7475 Kimbel St., Unit 10
Mississauga, Ontario
Canada L5S 1E7
Toll Free: 800/387-3158

COMMUNICATING Together



Vol. 3, No. 3 September 1985

Established November 1982.

Published quarterly by
Blissymbolics Communication
Institute.

Executive Director:
Shirley McNaughton

Editor: Sarah Swartz
Managing Editor: Ann Kennedy
Assistant Editor: Laura Woods
Advertising: Lorne Mitchell
Subscriptions: Lesley Carter

Cover: Tom McBride
communicating with his Sharp
EL-7100 Memowriter.

Blissymbols presented herein have been electronically typeset. BCI gratefully acknowledges funding by the Kiwanis Club of Toronto to support the typesetting font development. Typesetting and Printing: The Beacon Herald, Stratford, Ontario.

BCI wishes to recognise and thank the following organizations for their support in sponsoring sections of *Communicating Together*.

- Sun Life Assurance Company of Canada, Toronto, Ontario
- Pilot Club International, Ontario District
- Manufacturers Life Insurance Company, Toronto, Ontario
- Tippet Foundation, Toronto, Ontario

The contents are copyright.

Back Issues: Limited number available, \$5. Canadian funds.

Subscription Rate: \$20. per year Canadian funds, \$15. per year U.S. funds. Bulk orders of 50 units @ \$10. per unit - \$500. Canadian funds.

Direct correspondence regarding subscriptions, back issues, contributions, sponsoring, advertising, address changes and bulk mailings to:

Communicating Together
Blissymbolics Communication Institute
350 Rumsey Road
Toronto, Ontario, Canada M4G 1R8

Contents

Page

A Letter to our Nonspeaking Friends, Tom McBride and Andrea Blau	4
Machines, Computers and Things Classroom Consulting on Computers, Claudia Wood	8
Blissymbol Talk	10
Family and Community A Wish Come True, Andrew and Mark Murphy	11
Self Advocacy, Scott Palm	12
Accept Me, Kari Harrington	12
Communities Make the Difference, Shirley McNaughton	13
"See What We Say" Fair, Harbourfront, Keith Spencer and Beth Bradshaw	15
Perspective Interview with Margaret McCuaig, Patricia Thorvaldson	16
International News Introducing Blissymbols in Brazil, Nadia Browning R. Gill	18
Sharing Ideas with Nora, Nora Rothschild	19
Teaching and Learning Welcome to South Dakota, Sheela Stuart	20
Professional Development in Newfoundland, Jane Green	21
Augmentative Communication Picture Communication Symbols, Roxanna Johnson	23
Research and Publications Looking Beneath the Surface, Geb Verburg	24
Readers Write	25
Schedule of Events	26

Communicating Together is published quarterly as a means of sharing the experiences, systems and techniques of nonspeaking people with their families, communities and the professionals who work with them. Special attention is given to the nonreader's augmentative communication system and the role of Blissymbolics.

The Blissymbolics Communication Institute was established in 1975 to facilitate the use of Blissymbolics as a communication system for nonspeaking persons around the world.

BCI Affiliates and Information Centres are situated in
Canada: Alberta, British Columbia, Manitoba, Newfoundland and Labrador, Ontario, Quebec

United States: Alabama, Florida, Massachusetts, Michigan, Minnesota, New York, Ohio, Pennsylvania, South Dakota, Vermont

Outside North America: Argentina, Australia, Belgium, Bermuda, Brazil, Denmark, Finland, France, Guam, Hungary, Iceland, India, Israel, Italy, New Zealand, Norway, Portugal, South Africa, Spain, Sweden, Switzerland, the Netherlands, the United Kingdom, Venezuela, West Germany, Zimbabwe

Through BCI and its affiliates, over 8,000 instructors have been trained world wide.

Blissymbolics is a meaning-based, augmentative communication system offering vocabulary, structure and strategies to stimulate communication and cognitive development. It can benefit persons of all age and intellectual levels who have the potential and opportunity for interactive, functional communication. Blissymbolics can be used independently, with a variety of picture systems and technologies, or as a complement to words and spelling.

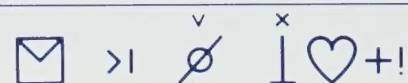
Blissymbols used herein are derived from the symbols described in the work *Semantography*, original copyright © C.K. Bliss, 1949.

September 1982, C.K. Bliss granted an exclusive, non-cancellable and perpetual, world-wide license to the Blissymbolics Communication Institute, for the application of Blissymbols, for use by handicapped persons and persons having communication, language and learning difficulties.

The symbol composition and drawings appearing in articles are in accordance with *Blissymbols for Use*, compiled and edited by Barbara Hehner, and published by the Blissymbolics Communication Institute, Toronto, 1980.

BCI is a member of the Canadian Rehabilitation Council for the Disabled (CRCDD).

A Letter to our Nonspeaking Friends



by Tom McBride
and Andrea Blau

Tom McBride has been an active member of his New York City community for over 30 years. His speech is dysarthric, due to cerebral palsy, and has been augmented by communication aids since Tom was eight years old. He has used three different types of communication aids: nonelectric alphabet boards, the Canon communicator and his current aid, the Sharp (EL-7100) Memowriter.

Andrea Blau is a consultant in nonspeech communication and is active in clinical, educational and research aspects of the field. Tom and Andrea have been close friends for several years.

Dear friends,

We have been given this wonderful opportunity to share our perspectives with you. Competence in communication has been described as the shared responsibility of users of augmentative systems and their vocal conversational partners. Several articles appearing in *Communicating Together* have focussed on nonspeech/speech interaction. The content of these articles concerned both speakers and nonspeakers alike, yet the narratives were primarily addressed to the speaking partners of nonspeech/speech interaction. In our current article, we would like to speak directly to you, our nonspeaking friends. We will present a variety of suggestions which may help you refine your communication skills. Since users of nonspeech systems are individuals from all walks of life, with different interests, experiences, abilities, styles and types of augmentative communication aids, our suggestions can not possibly be suitable to all of you or for every situation. You alone must decide which of our comments are helpful to you. We welcome any further suggestions you might add to the following ideas.

Know your listener.

Although some of you use communication aids as your fundamental communication method, many of you still rely on vocal speech whenever possible. Some people easily understand your speech, but others have a great deal of difficulty. Everyone will need some help in clarifying what you say every now and then, no matter what output modality you use. Try to "read" your partners (their facial expressions, body signals, etc.) so that you know what kind of help they need. Don't hesitate to use your communication aid when clarification is necessary. You can easily switch right back to vocal speech after you have clarified your message, if that is your preferred method of communicating.

There are a variety of output options available to you depending on the features of your communication aid and your own physical abilities and preferences. Let's look at some of these options. The first, of course, is vocal speech. When intelligible to the listener, vocal speech is the fastest method for communicating. Another option is synthetic speech. While synthetic speech isn't as fast or as intelligible as vocal speech, it is still an "audible" or "hearable" communication modality. A different type of output medium is used with a visual display. With visual displays your partners "see" the message you are communicating. These messages may be transmitted by photographs, pictures, symbols, syllables, letters or words which you select on a communication aid. Additionally, messages may scroll across an LCD (liquid crystal display) or computer monitor. They may also appear as "hard copy" on a printer.

Selecting the most appropriate communication medium (or mediums) to use will largely depend upon those output modalities available to you and your listeners' skills in interpreting your messages through any particular output

mode. Some of you may rely on speech (vocal or synthetic) for communicating with your friends, family or in groups, yet rely on visual displays when communicating with people who have difficulty understanding your speech output. In other contexts, listeners may not be able to read or see your visual display, so using your vocal or synthetic speech may be more suitable.

Knowing what your listener requires to understand your messages is as much your responsibility as it is your listener's responsibility to provide you with accurate feedback. While communication competence can only be achieved when both partners strive for sharing meaning, nonspeech/speech interaction often demands that you, the "nonspeaker", try to meet your partner more than half way.

Familiar vs. unfamiliar listeners.

Generally, we speak to people who know us, our family and friends, in a different fashion than we speak to people with whom we are less familiar. This applies to the style of the talk exchanged (how polite, how formal), as well as to the amount of shortcuts taken during conversational exchange (abbreviated messages, etc.) Those of you who rely heavily on augmentative systems must learn precisely in which situations this "style switching" will be effective and in which situations abbreviated messages typically result in communication breakdowns and miscommunications.

When interacting with "non-familiar" listeners (those individuals whom you don't know very well or who have not interacted with a system user before), it is often helpful to provide complete, well formed messages and as the conversation flows, find the code and style which seems appropriate for the interaction. The term "non-familiar listener" reflects only the barest information about the person

you will be talking to. Some of these people will be assertive in their interactions with you and others will be shy or reserved. Many will welcome your interaction, some will be curious about your augmentative system and still others might be "suspicious" of your aid having not seen one before. If you notice someone looking at your device who appears too shy or embarrassed to initiate an interaction with you, it is sometimes helpful to "pretend" that you are using your aid. When the individual comes over, type in "hello" and see how quickly they respond!

Let people know how you communicate.

Especially when meeting new people, remember that many will be naive about your device or method of communicating and are often afraid to ask about it. (Some people will be more interested in interacting with you and others will focus more on your aid. We're all familiar with the different types of people we encounter "out in the world"! It is your responsibility to let them know how you communicate. You are the professional here.

When appropriate, use your pre-programmed or prepared phrases to help you quickly explain how you communicate. Let people see how you operate your aid. Let them know that it will be used with, or substitute for, your vocal speech. Help them realize that they should speak to you as they would to any hearing individual. (Naive listeners often think you cannot hear or understand what they are saying because you use an aid.) They will respect you and be grateful for your assistance. These vocal partners are often the ones who need the help and only you can provide that guidance. Take the initiative so that both you and your conversational partner may get past conversation focussed on your aid and get to the sharing of ideas and feelings.

Show you appreciate your partner's extra effort.

When helping your vocal partners learn the best methods of interacting with you, let them know

that you really do appreciate their interest and willingness to learn. Everyone appreciates positive feedback for their actions. In most instances, a simple "thank you" can help your partner feel good about him/herself. This can serve as a powerful reinforcement for your partner to seek out further interactions with you.

Lasting first impressions.

We all know about first impressions. Sometimes our first impressions about people are sound, other times these impressions are quickly changed. There are people, however, whom once having formed an opinion about us (based on our past behaviours, what they have been told about us, etc.) are neither open nor willing to see us in a different light. Establishing an assertive communication role at the onset of new interactions is very important. Take the initiative to discuss a variety of topics with your partner. Ask him/her questions and actively listen to what they have to share by providing a variety of "back-channel" or feedback signals which show your agreement, disagreement, interest, or need for clarification from your partner. This will help you establish the type of lasting first impression that will work for you.

Move close to your listener.

Not everyone will realize that if s/he stands closer to you it will be easier to understand your speech and gestures and to see your communication aid (especially if you rely heavily on your partner's ability to read your video monitor or liquid crystal display). Occasionally, your partner will be seated across from you (typical "face-to-face" interaction style), but would be better positioned next to you because of the orientation of your display. When possible, moving closer or repositioning yourself to assist your partner is advisable. If you cannot do this independently, it might be necessary for you to simply ask your listener to move closer to you. If you take the initiative your partner will quickly learn the "rules" of the interaction.

The importance of eye contact.

Typically, during conversational exchanges, partners monitor each other through the use of eye gaze. A speaker will look at his/her listener at particular points in the conversation to check on the listener's comprehension or interest level and for other feedback signals. The listener, in turn, provides eye contact to the speaker to show that s/he is indeed listening. Sometimes eye contact is used to help partners exchange speaking turns.

In nonspeech/speech interaction, the traditional rules of eye gaze are partially suspended. When a nonspeaker takes his/her speaking turn, eyes are often focussed on the communication aid or display instead of on the conversational partners. This is unavoidable. However, every effort should be made to use eye gaze when it is possible. For example, if preparing a message with your aid or keyboard which then appears on a 20 or 40 character visual display, be sure to look at your partner to monitor the successful transmission of each portion of your message before clearing the display and continuing.

Monitoring your partner during message transmission can help to avoid communication breakdowns. It also allows for immediate identification of potential trouble sources which can then be clarified without necessarily repeating complete messages. Using eye contact to show your partner that you are interested and attending to his/her contribution should also be remembered. Facial expressions and head nods can frequently provide your partner with on-the-spot feedback as to the status of his/her message. This kind of feedback is needed by all partners in conversation, nonspeakers and speakers alike.

Use your aid to initiate conversations or topics.

Your communication aid allows you a medium for conveying detailed messages to your friends and co-workers in a much more independent fashion. You may be bright with a great sense of humor, but how many people get the opportunity to see that side of you? Using

your device allows you the opportunity to share your ideas, experiences and feelings without forcing your partner to do all the talking (or all the work!). When you use your device, your listener can more clearly interpret your statements without your need to constantly fix communication breakdowns. Having a medium of expression available which is intelligible allows you and your partner to spend more time sharing and less time repairing.

Let your partner know that you'd prefer finishing your messages before they take their turn.

Of course, you need to be as tactful as possible when sharing this but your partner will typically appreciate your guidance. Often, people think they are helping you when they complete your messages. And, sometimes they are. But often, having your messages completed for you results in a less than accurate interpretation of the message you intended to convey. Other times, your messages might be interpreted correctly but you find yourself annoyed at your partner's interruptions which then interferes in the ongoing interaction or relationship. Don't hesitate to share your feeling about your listener's interruptions.

To work out a comfortable communication balance with your partner, these issues need to be dealt with openly. Your partner may benefit from specific pointers on how to be a more effective listener. It might be necessary for him/her to repeat letters or words as you spell them, rephrase or summarize message elements, or simply respond to your completed messages. The specific strategies you recommend will largely be determined by the type of non-speech system you are using, as well as the relationship between you and your partner, your style and that of your partner, and the purpose of the communication exchange. Perhaps your partner will have some suggestions which might improve both the efficiency and effectiveness of the conversational balance you both are striving for. Work it out together.

Dealing with uncooperative communication partners.

Whether we like it or not, there are some vocal individuals who will not be cooperative partners. Some will not have the patience for your reduced rate of communicating. Some will insist on focussing all questions to the other vocal people around you, rather than speak to you directly. And others may simply refuse to do the work that is needed to alter their old communication styles or ways of interacting with you. Uncooperative listeners may even be family members and people (even professionals) who should know better, but for whatever reason hold a particular attitude and will not budge from it. Occasionally, openly discussing these issues or getting other professionals involved is a good idea. There may be times when accepting things as they are is the only solution. Some people form an opinion or take a position and then are unwilling to change or alter that viewpoint. Learning to refine your communicative interactions with a variety of vocal partners is a big job. It is a continuous process. It may be necessary to accept your partner's limitations. Try to see these problems as specific to the individual (or the situation) and not reflective of your abilities or the abilities of other people you will meet.

Dealing with uncooperative listeners is something all individuals (whether speaking or nonspeaking) must deal with. When this issue becomes our most pressing concern, we will realize that we have achieved more conversational equity in nonspeech/speech interaction than we had dreamed possible. □

Editor's Note:

For readers wishing to contact Andrea or Tom directly, write to Mr. Tom McBride, Belsky House, 140 Lawrence Avenue, Brooklyn, New York 11230, or Ms. Andrea Blau, Nonspeech Communication, 4901 Henry Hudson Pkwy, Riverdale, New York 10471.



**NEW
BOOK**

**EVERYBODY'S
TECHNOLOGY**

**A Sharing of Ideas in
Augmentative Communication**

by CHRISTIANE CHARLEBOIS-MAROIS, B.Sc. O.T.

More than 150 descriptions and illustrations of simple technical aids which help non-speaking people to communicate more effectively. These ideas were collected by the author from 40 centres mainly in Canada, United States and Sweden.

This book covers :

**Portable Systems
Laptrays
Accessing Tools
Encoding Techniques
Simple Commercial Material
and Products
Readiness Skills for
Communication**

In addition, you will find detailed lists of resources :

- Periodicals, books and articles related to adapted material and augmentative communication;
- List of distributors / suppliers ...

TO ORDER, SEND

(from Canada) \$19.50 Cdn
(from United States) \$16.00 U.S.
(from Overseas) \$17.00 U.S.
- Postage and Handling included -

or a purchase order to :

CHARLECOMS ENR.

P.O. Box 419
Jean-Talon Station
Montreal, Quebec
CANADA
H1S 2Z3



Mary is using optical headpointer to select special messages on the LIGHT TALKER to talk with her friends.

Let's Talk...



We have a lot to say and we have the means to do it.

For people unable to speak, LIGHT TALKER (as seen in photo) and TOUCH TALKER make conversation possible. These two new speech output communication aids are:

- totally user programmable
- small
- keyboard operated (TOUCH TALKER); optical headpointer, single/multi-switch scanning, morse code (LIGHT TALKER)
- available with MINSPEAK™ or EXPRESS software
- flexible to meet changing user needs
- available with connections for computer, printer or environmental control

Interaction, meaningful conversation, and expression: these are the goals of a truly effective system. Please call us or your nearest Certified PRC Consultant. We have a lot to tell you about these two systems.



Prentke Romich Company

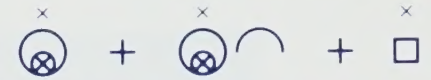
1022 Heyl Road • Wooster, Ohio 44691
Phone (216) 262-1984



BETACOM

6160 VanDen Abeele • St. Laurent, Quebec H4S 1R9
Phone (514) 335-1058

Machines, Computers and Things



Classroom Consulting on Computers

by Claudia Wood

Claudia Wood is the Computer Instructor with the Microcomputer Applications Programme. She also works half-time as the Symbol System Co-ordinator for the Blissymbolics Communication Institute. She has been a special education teacher for seven years and taught the augmentative communication class at the MacKay Centre in Montreal before moving to Toronto.

In a recent issue of *Communicating Together*, Fraser Shein gave a brief description of the Microcomputer Applications Programme (MAP) involvement in one classroom of the Hugh MacMillan Medical Centre (formerly the Ontario Crippled Children's Centre). In this article I will elaborate upon my role of computer instructor on the MAP Team (which also includes an engineer, therapist, psychologist, augmentative communication and computer programmer) and my daily involvement with the staff and students.

For the past three years, microcomputers have been used by MAP staff to address the needs of a class of six young physically disabled students at the Centre in the areas of communication, recreation and education. All students are nonspeaking and communicate via Blissymbols and/or pictures. All use special devices described herein to access the Apple II+ computer which remains in their classroom during the school day.

After the first year of the three year project, the MAP team decided to hire me as an instructor to work half days as a consistent liaison between the classroom teacher and the MAP team. My primary responsibilities included jointly identifying student needs with the teacher, searching for software which would address those needs and providing instruction on accessing and on the

use of software to both staff and students. I was to gradually transfer responsibility for the classroom computer to the teacher so that at the end of the project both students and teacher would be able to use it more independently.

Identification of Needs

Clarification of goals and objectives with the MAP team and the classroom teacher was my first step after becoming familiar with the individual students, their modes of communication and methods of accessing the computer. At the onset of the project, the psychologist had compiled a list of behavioural objectives. We used the psychologist's list, along with past educational records of student and educational objectives which the teacher had generally determined to be part of her communication program, to provide a basis for arriving at educational priorities for each student.

Educational Objectives

Objectives were divided into the following major categories.

- (1) *Language Content*. Focussed upon vocabulary development in general, and, in particular, upon recognition of pictures and Blissymbols.
- (2) *Language Usage*. Included grammar, syntax and interactive aspects of communication.
- (3) *Reading Readiness*. Specifically aimed at preparing the student to read traditional orthography.
- (4) *Language Arts*. Aimed at teaching reading, writing and spelling.
- (5) *Number Readiness*. Emphasized teaching number concepts as found in the traditional pre-school curriculum.
- (6) *Elementary Math*. Included teaching the operations of addition and subtraction.
- (7) *Leisure*. Included art, music activities and recreational games.

Each of the above categories was further divided into objectives

aimed at teaching specific skills. For example, objectives under Reading Readiness included activities of matching, categorizing, describing pictures, visual and auditory discrimination, visual and auditory memory and sequencing. Number Readiness included placing objects in one to one correspondence, ordering, sorting, classifying and matching quantities. The teacher selected relevant objectives for each student and ranked each in terms of priority. I recorded this information on a software disk which could be updated as necessary and used the data to search for and select appropriate software to use with the children.

Since the students in this class represented a wide range of age, physical and cognitive abilities, the computer was used in two different ways. Firstly, as a therapeutic tool to develop prerequisite computer skills in some of the younger students, and, secondly, as an educational/communication tool which would provide the student who had attained those initial skills with printed and vocal output.

Younger students had to:

- (1) learn cause and effect;
- (2) improve attention span;
- (3) refine motor movements needed to activate switches;
- (4) learn matching and sequencing of items in preparation for using a scanning array;
- (5) be motivated to complete educational tasks.

Teaching these prerequisite skills took precedence over teaching to the educational objectives of the teacher. If a student lacked any of the above, the computer was either physically inaccessible or educationally inappropriate for them.

The other students had to:

- (1) learn a variety of new programs as appropriate software was located;
- (2) choose the responses required to operate the programs;
- (3) learn the diverse scanning arrays needed to access the different programs;

- (4) monitor their own progress whenever possible;
- (5) direct their own learning as often as possible.

Software

Up to the end of the first year of the project, students were restricted by a limited amount of software which had been specifically developed to accept single switch input. The purchase of an Adaptive Firmware Card increased the amount of software which could be made available to students, while it significantly increased the amount of time instructors had to spend at the computer learning how to use it. (For a more complete description of this device, see P. Schwejda, G. Vanderheiden, 1982, F. Shein, 1984.) In addition, the use of an expanded keyboard with some students allowed the instructor to make overlays containing pictures, Blissymbols, numbers, letters or words appropriate for each program.

With the acquisition of these peripherals, the search commenced for software which would support the teacher's program. I noted a remarkable improvement in quality and quantity of appropriate programs during the final year of the project. Some features which made programs particularly attractive to these students were colourful graphics, amusing animation, sound-even robot-like voices and consistent provision of feedback regarding performance. Software programs which were rated highly by students and instructors include:

- *Stickybear Series* (Xerox Corp.). These were highly motivating for younger students.
- *Stickybear Alphabet*. For training letter scanning with the Adaptive Firmware Card. This program provides animated examples of two different words which begin with each letter.
- *Stickybear Numbers*. Demonstrates number concepts 0-9 and +1, -1. This program provides a variety of different graphic illustrations for each number to keep the child interested and amused.
- *Stickybear Opposites*. Ideal for reviewing opposite concepts with Blissymbol users. This program lends itself to small group instruc-

tion during which students identify the concept which is opposite to the one depicted and then check their answers.

- *Alphabet Circus* (Developmental Learning Materials Corp.). Six different games introduce letters, show their location in the alphabet, promote student interaction via a letter guessing game, provide clues to answers and amusing feedback. Students can independently select desired game with their scanning array.
- *Number Farm* (Developmental Learning Materials Corp.). Six different games require student to associate numerals with pictured objects and number words. Numbers are highlighted on a number line. One game with a time limit can be slowed down via the "slow down" function of the Adaptive Firmware Card.
- *Charlie Brown's ABC's* (Random House). The student must select a letter two consecutive times to obtain a picture and a word beginning with the letter and a delightful animation. Excellent for training scanning and letter discrimination.
- *Mix and Match* (Learning Company). Students create new mixed up muppets from the heads, bodies and legs of the familiar TV characters. Useful to help students understand the similar concept of combining Blissymbols to create new meanings. Pictures can be used with the expanded keyboard to make program easier access for some students.
- *Police Artist* (Sir Tech Software Inc.). Frequently found with the arcade games software in computer stores. Excellent for improving visual memory and visual discrimination skills. Training scanning and selection strategies, encouraging co-operative play.

For students who use Blissymbols to communicate:

- *The Talking Blissapple*. Allows the creation of individual disks for each student containing symbols on his/her communication display. In addition to allowing vocal and printed output of symbol messages, instructors can create worksheets to accompany the program. Students can print answers

using the program and have a record of their completed work.

- *Bliss Concepts* (BCI, MECC). Reviews concepts of left, right, forward, backward, in, out, on, off, over, under, big, little, long, short, many, few, same, different. Emphasis upon teaching left and right (four games) helps prepare students for Logo.
- *Pic Man* (MAP). A drawing program which gives student access to Blissymbol commands forward, backward, left, right, pen up, pen down, circle, delete and six different pen colours. Excellent for introducing concepts students use with Logo.
- *Logo*. Two students were part of the (MAP) project which gives them access to Logo via a dual-computer system. Students select Blissymbols from a display on one monitor to command the "turtle" displayed on the other.

Additional Objectives

In addition to identifying student needs, providing instruction and locating software, one of my major responsibilities was to help the teacher and her students become so proficient in the use of the micro-computer, that by the end of the project they would no longer need me! The teacher and I spent one lunch hour per week meeting together to learn new programs, equipment and set-up procedures including the use of the Adaptive Firmware Card. In addition, I provided her with support documentation, including relevant sections of operations manuals and set up instructions for each software program. We devised a means of communicating with one another about student performance at the computer via anecdotal reports kept on index cards near the computer and notebooks containing printouts of student work.

**This section of
Communicating Together
is sponsored by
Sun Life
Assurance Company of
Canada,
Toronto, Ontario.**

Blissymbol Talk



(A) Symbol Recipe (for) Apple Crisp



In 1984, more symbols relating to food and food preparation were developed to assist in writing menus and recipes. Some of these were used to translate the "old family recipe" below.

1 1/2

You need:

3/4 cup sliced apples

3/4 cup sliced apples

3/4 cup flour

3/4 cup flour

3/4 cup brown sugar

3/4 cup brown sugar

1/2 cup butter

1/2 cup butter

1/2 teaspoon cinnamon

1/2 teaspoon cinnamon

1/2 teaspoon salt

1/2 teaspoon salt



Method:

Put (the) apples in (a) square pan.

Mix together (the) flour, brown sugar,

cinnamon and salt.

Cut (the) butter into (the) mixture

cinnamon and salt.

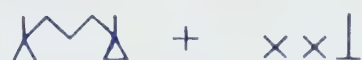
Cut (the) butter into (the) mixture

to make small pieces. Bake (at) 350 degrees

(for) 45 minutes.

To receive your copy of the newly approved symbols (includes foods and animals) and to have your name added to the mailing list so that you will be one of the first to receive all NEW symbols in future, please write care of the Symbol System Co-ordinator, BCI.

Family and Community



A Wish Come True

by Andrew and Mark



Andrew Murphy of Toronto has been communicating with Blissymbols for several years. In this column, appearing in each issue, Andrew and his father Mark share their experiences and those of other families with the special perspective of people who communicate in different ways.

Recently, I received the following letter from Risa Hirt. Using the computer allowed her to express herself and have one of her wishes come true.

* * * * *

Dear Andrew,
For two years now I have been using an Apple 2E computer with my own alphabet board in which I use my thumb to access all the keys. A special program called Big Type and Talk has allowed me to use the computer in all sorts of ways, one of which I would like to share with all your readers.

My favorite person is Alan Alda of TV's MASH. I decided to write him a letter using the big type and talk program. He responded very kindly with a great picture of himself and an endearing letter. As you can see, I was pretty happy about that.

I go to school at the Hugh MacMillan Centre. There I have the opportunity to use the computer daily in the Augmentative Communication Department and find it another way of communicating my thoughts and feelings to others. Besides I have fun doing it. □

Sun Life Offer is a Success

Last March we announced to our readers that Sun Life Assurance Company of Canada had given us a two-year grant to support the publication and distribution of *Communicating Together*.

At the time we outlined several steps we intended to take to extend the audience that *Communicating Together* reaches. One of these steps was the Sun Life offer to public libraries. Included with the March Issue was a flyer which subscribers could take to a public library in their community. This Sun Life offer enabled libraries to receive a special complimentary subscription for one year.

We are pleased to report that many libraries took advantage of this offer. Libraries from Prince George, British Columbia to Charlottetown, Prince Edward Island; Berkeley, California to Westfield, Massachusetts and many in between in both Canada and United States will be receiving *Communicating Together* for the next year.

We hope the magazine becomes a useful resource, and that these libraries will want to continue subscribing in future years. Thanks to our readers for taking the offer to their local libraries, and thanks to Sun Life Assurance Co. for making the offer possible! □

* * * * *

To Owners of the Talking Blissapple Program

Most of the newly approved (1984) symbols for foods and animals can be created on *The Talking Blissapple* software program. See Section 5 of the manual, *Creating New Symbols*. To obtain a list of the segment codes, send your request c/o the Symbol System Co-ordinator, BCI, 350 Rumsey Road, Toronto, Ontario, Canada M4G 1R8.



Risa Hirt and Terry West, Programmer of Big Type and Talk.

Self-Advocacy

by Scott Palm

Mr. Scott Palm is a 24-year-old sophomore at Shoreline Community College in Seattle, Washington, where he is majoring in computer application and information systems. He currently resides at the United Cerebral Palsy Residential Center where he is an active member of People First. Mr. Palm also serves on the board of Pacific Northwest Non-vocal Communication Group.

I want to tell you my experiences in advocating for myself. Before I do that, let me tell you a little bit about myself. I have lived at United Cerebral Palsy Residential Center for the last five years. Prior to that, I lived at home with my parents in Eastern Washington. At that time, there was no real reason to advocate for myself because my mother took care of my needs. Things were different when I moved to the Center. I quickly learned that if I want or need something, there was nobody to get it for me. Thus, I became aware of the term self-advocacy, helping myself.

My first attempt at advocacy was getting into college. This seemed difficult because I was a shy person. I got the transportation to the college for an interview with the counselor. I was accepted at North Seattle Community College for fall, 1982 but because of my personal needs on campus, I was not able to continue with classes. Instead I had to transfer to Shoreline Community College where, attendant/tutor staff would be available to me. I contacted the proper person and applied to both SCC and the program for disabled students. Because of the type of grant that I am receiving, I have to take at least six credits per quarter. Since I have been at Shoreline, I have had to continue advocating for myself. One of my day classes at school was cancelled. But through self-advocacy, I was able to get transportation and attend the same course in a night class. At the present time, I have a load of ten credits in English and Computer

Accept me the way I am
As I am one of the family.
Even though I'm in a wheelchair
I must be accepted
The way I am.

Accept me the way I am
As I am one of the family.
When I talk
You make fun of my voice.
Sometimes it sounds funny
To me too
But I accept it
And so should you.

Accept me the way I am
As I am one of the family.
I might be fatter
Than you think I ought to be
But that's the way I am
So, that's the way I am.

Accept me the way I am
As I am one of the family.
I rip the door frames
And wreck the walls.
You think I ought to be
A better driver
But I do try hard
So accept me
The way I am.

Application.

Unfortunately, some of my attempts at self-advocacy have not worked. Such was the case when I tried to get into the computer training program offered by The Resource Center for the Handicapped, in Lake Forrest Park, a suburb of Seattle, called Project Entry. I did everything I was supposed to do, without success. I believe I did not get in because they were not ready for people with my kind of disability, i.e. cerebral palsy and nonspeaking. Finally, my case was closed.

Not all of my attempts at advocating have dealt with my schooling. Sometimes it is for personal reasons, or for others. I have a friend, who I enjoy talking to over the phone. Obviously, being non-vocal presents a problem in talking to

Accept Me

by Kari Harrington

Accept me the way I am
As I am one of the family.
You think the T.V. programs
I watch are dumb.
You don't like
The kind of music
I listen to
But you must
Accept the things I like.

Accept me the way I am
As I am one of the family.
No one is perfect
Not even you.
Don't think about
What we don't like
About each other.
Think about
What we do like.
So if you'll accept me
The way I am
I'll accept you
The way you are.

Kari Harrington is presently a student at Langstaff High School. She was in the original Blissymbol class in 1971 at the Ontario Crippled Children's Centre. The following poem was written by Kari in response to a minor misunderstanding between her and her brother. Kari composes her written work on an Apple IIe computer.

somebody on the phone. This meant that I had to have somebody help me. However, I had the frustrating experience of having the helper take over the conversation. I got sick and tired of this happening. To resolve this, I wrote a program for my computer that takes the place of a person needed to assist. I can now take care of my telephone needs independently.

Finally, over the years since then, I have a sense of knowing what I want or need and how to get it. Once the desire is there, the next logical step is action. These two things will not get anybody anywhere fast without finding out what resources one can use. When I obtain a goal, a feeling of independence always comes over me, knowing I can do it myself. This is what self-advocacy means to me. □

Communities Make the Difference

by Shirley McNaughton

Shirley McNaughton, Executive Director of Blissymbolics Communication Institute, Toronto, recently attended the BCI Affiliates meeting in the Netherlands and the North American Affiliates meeting in Sioux Falls, South Dakota. In this article she gives her impressions of these meetings.

Those of us who have been involved as augmentative communication professionals over a period of time are well aware of the importance of the community in the lives of nonspeaking people. We need each other in order to communicate. We need to give much more of ourselves to one another for successful augmentative communication.

Within the Blissymbol international network, this awareness of community has always influenced our work with Blissymbol users and our interaction with Blissymbol associates. Perhaps this is because the teaching and learning of Blissymbols attracts people who enjoy sharing the experience of using a cognitively exciting system. Perhaps it's because the teaching and learning of Blissymbols requires time and commitment and these requirements in themselves foster communication and community.

Whatever the reason, those of us who come to the field of augmentative communication through Blissymbolics place high value on the community and recognize how essential it is to successful communication. When we experience strong and vital community support for nonspeaking persons, we get excited.

I've felt this excitement many times over the past several months!

**Huizen, The Netherlands,
April 1985**

At the Revalidatiecentrum De Trappenberg, just 30 minutes from Amsterdam, 27 professionals from 16 countries met for five days, discussing their augmentative com-



Participants at the meeting in Holland representing Canada, United Kingdom, Spain and Israel.

munication programs, sharing teaching materials, contributing ideas to Blissymbolics system development, questioning, planning. They supported each other's efforts as everyone worked with limited funding.

We managed with English as the common language. Thanks to our strong desire to communicate, our conscious effort to speak slowly, our high regard for each other's contribution and longtime association with each other over the years, we were able to understand each other even though our first languages were different. We have built a community and it gave strong support to our own augmented communication!

The Trappenberg Centre, a residential school teaching augmentative communication, provided a setting highly conducive to interaction. From the moment we entered, we felt the warm and friendly surroundings. Situated in a rural setting with playgrounds and woods in which to roam, the modern residence provided a perfect blend of quality care and informal relaxation. Chickens peeking through the classroom window reminded us of the other world just beyond the school walls.

It was school break so we had no opportunity to meet the students. However the warmth of their

instructors, the videotape of their program, the visit to their classroom and the final day of sharing by instructors from all parts of the Netherlands left everyone "feeling" the vitality that must be present when school is resumed.

One of the nicest sharing experiences was the viewing of each other's accomplishments. These ranged from booklets giving examples of the different picture sets and symbol systems being used in Sweden, to software being developed in the United Kingdom; from new seating designed by a participating Belgian engineer who was a parent of a child with cerebral palsy, to wooden toys for teaching Blissymbols produced in the Netherlands.

The meeting fostered a constructive and exciting exchange of information. It was all the more meaningful because of the warm, positive atmosphere created by our Dutch hosts. Just what we would wish as the learning and living environment for every augmentative communication user!

**This section of
Communicating Together
is sponsored by
Pilot Club International,
Ontario District.**

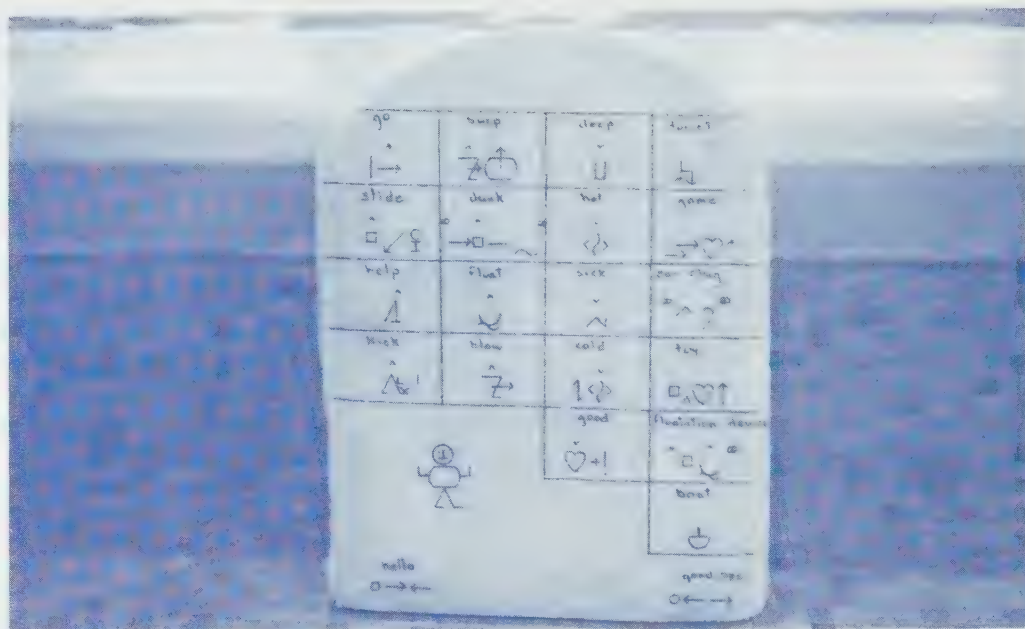
Sioux Falls, South Dakota, May 1985

Just 17 days after returning from the Netherlands, I was introduced to the warmth of the community, mid-west style. Our annual meeting of BCI North American Affiliates was held at the Crippled Children's Hospital and School. We were greeted with May Day gifts and treats in each classroom we visited. We felt the pride each child and their instructors felt in their state and their history, as artwork, skits, songs and slide presentations depicted South Dakota's history and accomplishments. In a very short time, we were happy members of that community! We knew the capital, the state flower, the emblem and many special places and people in Sioux Falls.

And did we and the nonspeaking students ever communicate! "Welcome to South Dakota — A Country Party" was presented on the first morning by the Communication Group. (See article on page 20 of this issue.) Participating in the play were students using a variety of voice synthesizers and eight students using adapted toys. "Little House on the Prairie" was never so enthusiastically received! To see youngsters unable to speak but very able to perform in a stage production was delightful.

We had many opportunities to meet the cast throughout the day, as we had coffee and cookies, shared in their classroom music program, heard their school lessons and even watched them swimming in the pool that has Blissymbol float boards. "Yes, We Can!" in symbols was painted on the walls of the pool. The Crippled Children's Hospital and School gave us an outstanding example of community at its best. The administrators, the professionals, the children all created a strong sense of sharing that permeated every activity.

For BCI participants, the spring of 1985 will long be remembered as the "Season of the Bear"! The problems we tackle together are one of the important activities within a community and the challenge of developing a Blissymbol for "bear" faced us both at Huizen and Sioux



Blissymbol float board.

Falls. In Europe, our Danish representative gave many good suggestions. The final form of the symbol still alluded us, however. As further stimulation to our thinking, a visit which was arranged to the Great Plains Museum gave us the opportunity to study lifesize mounts of all types of bears. I'm sure we made our impact on one member of the community as the museum guide watched Claudia Wood, System Coordinator, directing everyone's attention to the particular features of the bear. In spite of this very concrete experience and many hours of discussion, the Blissymbol

for bear remains to be determined. Sometimes even community experiences aren't enough!

The latin word *communis*, meaning common, provides the root for both communication and community. Whether we are connected through the activity of communicating or through involvement within a community, we strive for a *sharing* in common, a *connecting* through common values and interests. It may just be that those who put the most into communicating will have the best communities of all. And communities do make a difference! □

BCI Distributors

BCI publications and materials are available outside Canada from the following distributors:

In Australia

Ruth Walls Books Pty. Ltd.,
15 Royston Street,
Box 282,
Paddington, N.S.W. 2021,
Australia.
Telephone: (02) 33 4982-331-3377

In Québec, Canada

(French Materials only)
Association du Paralyisie
Cérébrale du Québec Inc.
Centre du Resourse Bliss
525, Boul. Hamel est.,
Bureau A-50,
Québec, P.Q., Canada
G1M 2S8.
Telephone: (418) 529-5371

In the United Kingdom

Living and Learning,
Duke Street, Wisbech,
Cambs PE13 2A3, United Kingdom.
Telephone: (0945) 63441

In the United States

Don Johnston
Developmental Equipment,
981 Winnetka Terrace,
Lake Zurich, Illinois 60047, U.S.A.
Telephone: (312) 438-3476

EBSCO Curriculum Materials,
Box 1943,
Birmingham, Alabama 35202, U.S.A.
Telephone: (205) 991-6600
Toll Free 1-800-633-8623

"See What We Say" Fair, Harbourfront

by Keith Spencer
and Beth Bradshaw

Keith Spencer is Co-chairperson of the Communication Awareness and Action (CAA) group. He is a businessman and a parent of a child who uses augmentative communication. Beth Bradshaw has a background in education. She is a private consultant in augmentative communication as well as being a part-time teacher. Beth was CAA Communication Fair Co-ordinator.

This past April, a very exciting event happened at Harbourfront in Toronto. The Communication Awareness and Action Group (Toronto Region) hosted a Communication Fair called "See What We Say". Over the two days 2,000 people from as far away as Nova Scotia and from a variety of back-

grounds had an opportunity to experience first hand the many different ways nonspeaking persons communicate. And did we ever! We signed, pointed to symbol boards, used speech synthesizers and printing devices. In total 25 groups from southern Ontario participated, including treatment centers, organizations for the deaf and hearing impaired, as well as manufacturers of technical aids.

Although the main focus was to acquaint the general public with the augmentative systems, and the people who use them, there were lots of other positive side effects. It was very enlightening to see symbol users sitting in on mini-signing classes, speaking children making up Blissymbol stories, and adults using the Vois 130. Many of the program participants enjoyed the opportunity to share information and learn about the latest innovations that the other organizations were developing. There was also a children's "Symbol and Sign

Fun" area and a presentation by a deaf theatre company. Sometimes it felt like a big family reunion, seeing old friends and making new ones. Everyone involved felt there was a sense of greater understanding and willingness to really "see what others have to say".

We would strongly suggest to other groups, who are concerned with public awareness of the communication of the nonspeaking, to consider putting together a similar event in their community. After all, what good is all our technology, staff-training and countless teaching hours, if there's no one out there willing to communicate.

Please feel free to contact Communication Awareness and Action at the address below if you'd like some information on how we set our weekend up. □

Communication Awareness
and Action, 78 Glenworth Road,
Willowdale, Ontario, M2J 2E8.

"A clinical assessment instrument has finally been developed which recognizes the special needs of this unique communicatively handicapped population..."

ASHA Journal November, 1984



THE NONSPEECH TEST

by Mary Blake Huer, Ph.D.

The NST is for:

- nonspeaking children
- multi-handicapped students
- orthopedically impaired children
- mentally retarded

The NST is a Multipurpose Tool: For:

- diagnosis and screening
- measuring the success of intervention strategy
- determining expressive and receptive language skill
- selecting a type of communication system
- determining the success of a communication system
- selecting goals and objectives
- determining pre-linguistic communication skill



Write today for our catalogs!



don johnston
developmental
equipment

NONSPEECH
COMMUNICATION
AND
COMPUTER ACCESS

981 Winnetka Terrace, Lake Zurich, IL 60047
(312) 438-3476

Perspective



Interview with Margaret McCuaig

by Patricia Thorvaldson



Margaret McCuaig has been the Occupational Therapist Consultant to the Programs Department, and specifically the Technical Aids Department, of the Kinsmen Rehabilitation Foundation of British Columbia in Vancouver since 1981. Having received her BCI instructor's certification, she travelled to many cities in Canada and the U.S.A. presenting at BCI workshops from 1976 to 1978. She was also instrumental in setting up the affiliate Blissymbolics Resource Centre in British Columbia.

In the following interview with Patricia Thorvaldson, she spoke at some length about her work in the Technical Aids Department.

The Kinsmen Rehabilitation Foundation of British Columbia is largely supported by money raised in the annual Kinsmen Mother's March. With these monies the Foundation provides services and equipment to individuals in British Columbia who are physically disabled, to assist them to live as independently as possible. One of the departments involved in this service delivery is the Technical Aids Department.

There are three of us in the Technical Aids Department: Simon Cox and Glen Morton, who are biomedical technologists, and myself, an occupational therapist. Our main focus is to provide information, service and equipment to individuals requiring communication aids, environmental controls and access to microcomputers. We provide these services to any individual who is physically disabled, regardless of age (our youngest switch user is under 18 months and our eldest client is a woman in her 80s) or place of residence. We work with people in long-term care facilities, schools, private homes, rehabilitation centres and group homes. Many of our clients have multiple disabilities.

Because of the nature and scope of our job, we need to work very closely not only with the client but with the clinicians in the field. We have approximately 500 clients in the province. Of those, about 350 are permanent and 150 are temporary or have assessment equipment. Our task is to help with assessments and to be involved with the installation of equipment. We often provide initial equipment training to the client, the family or the clinician. Further day-to-day responsibility for the use of the aid is with the client, family, teacher or clinician. We do a regular three- or six-month follow-up letter, visit or telephone call to check up on the appropriateness of the installation and the state of the equipment. Clients and clinicians can call us any time if they are having problems with their equipment.

The Service

Here in British Columbia, we provide what I believe is a unique service. Anyone who is a resident of the province and is physically disabled can apply to us through our "Application for Services" information profile. We have weekly team meetings to review the applications and determine whether or not we will be able to meet a

person's needs, either through a service or with equipment. We determine this in a variety of ways. We glean as much information as we can from the form; then we usually contact the client or clinician via the telephone. If the people concerned want assistance in the assessment, we can also visit them personally. This is obviously much easier to do in the Lower Mainland than in some other parts of the province, but because we meet every Monday morning, no one has to wait very long for us to have a look at their request. And depending on the nature of their situation, it is possible to act quite quickly.

Once it is determined what piece of equipment a client needs, the system is either installed by one of us or a clinician, or it is sent out by courier. The equipment goes out initially for a three-month loan period, at no charge to the client. The fact that a person can actually have hands-on experience with the equipment allows both the client and clinician a very good chance to see whether or not the system is the one best suited to meet his or her needs.

If, at the end of that period, the client wishes to keep the equipment, a number of things can happen. When people initially apply to us for service, we ask for information about their financial situation, eg. whether they have any alternative sources of funding. In many cases, clients qualify for a permanent loan of equipment from the Foundation by virtue of their financial situation. In those cases, we loan them the system for as long as they need it, at no cost to the client.

However, we feel very strongly that it is not the role of a volunteer agency such as ourselves to provide funding for equipment that by rights should be funded by a government or private agency. Thus, a fair amount of our time and energy goes into working with these groups to acquaint them both with the equipment and the need

for these devices. In approaching other agencies to fund equipment, we have had varying degrees of success. We have an excellent working relationship with ICBC (Insurance Corporation of British Columbia) and they have funded many pieces of equipment for our clients. Depending on the specific worker in the area, we have also had some equipment funded by the MHR (Ministry of Human Resources) and the various school boards.

Technology

Many people ask us where we get our equipment. We purchase much of the specialized equipment from distributors such as TASH (Technical Aids for the Severely Handicapped) and ZYGO Industries. However, more and more, we are able to purchase equipment "off the shelf" from local computer stores and places such as Radio Shack. Because of the talented staff in our Department, we are able to make our own modifications to the equipment. For instance, in the area of telephone access for the person who is physically disabled as well as non-verbal, we have modified the HandiVoice, the Speak 'n Spell and the Vocaid. People much prefer using the Vocaid over the telephone because of its clarity and because it has some very key phrases, such as "hello" and "just a minute please". We have modified the Vocaid so that a person can use two overlays (telephone and alphabet) at once. If any readers are interested in knowing how to do this, we would be delighted to share that information with them.

We have over a dozen people using devices over the phone. Of these, one uses an Epson HX-20, four use the Speak 'n Spell and eight use the Vocaid. We found that in putting equipment in that could be used over the telephone, the importance of intelligibility to the listener increased tremendously because none of the other cues, such as facial expression and body language, are available to the listener. It was, and continues to be an exciting thing to be able to find a technology that will open up to other means of communication.

Referral

Because of the nature of our work and the role the Foundation has played for so long in the province, we are in touch with a variety of people and resources. Very often we are asked for services and information we do not provide or do not have. But we know who does.

An important part of being a referral agency is collecting information. The Disabled Living Resource Centre at the Foundation is constantly involved in giving out information that has to do with all aspects of independent living for individuals with disabilities. The Centre's library has a collection of books, journals, newsletters, equipment and service brochures and catalogues, all of which are recorded in a computerized data base. There is a large display area that contains a wide selection of aids, including most of the available communication aids, environmental controls and computer access aids. We try to attend conferences such as ISAAC and RESNA because there is a tremendous amount of information exchanged there, both formally and informally. Through the Resource Centre, we also subscribe to many journals, both technical and professional.

Education

Another major part of our work is education. We do this in a formal and an informal way with individuals and with groups. We have students coming to the Technical Aids Department for practicum placements from the School of Rehabilitation Medicine and from the British Columbia Institute of Technology. Simon, Glen and myself are all involved in teaching groups of students from BCIT, the School of Rehabilitation Medicine and the School of Speech and Audiology. We are often involved in doing in-service, both locally and throughout the province, in schools and in child development centres. We have also been working closely with ZYGO Industries in putting on workshops throughout the province. These workshops have been very well received by clients, families and clinicians, and have been a

great asset in promoting information, particularly concerning the field of communication with individuals who are profoundly physically disabled.

There are so many areas to cover in this field that the need for education at every level is overwhelming. I really believe that education is power, and the more education we can provide to clients and clinicians, the better equipped they will be to make decisions that affect the very core of their lives.

I love my work because there is so much opportunity for creativity, always something new to discover, particularly in the educational aspect of my work. It is such a privilege to bring skills and information to someone, and then to see them take the ideas developing them into something even better. There is a great deal of satisfaction working with clients, families and clinicians in the field of non-verbal communication. I have found people to be very willing to cross professional boundaries, to become involved in each other's fields. People seem much more focussed on the goal of helping someone communicate than on worrying about who should or should not be doing what.

Probably the most rewarding aspect of my work is the privilege of having someone show me, or tell me, what is inside them. It is an amazing experience to be part of a process that helps a person who is locked inside to become unlocked. I saw this perhaps most graphically when I first started working with children who were using Blissymbols. Even though they could not read or spell, they were able, with their symbols, to tell me what was going on in their heads. So often people are locked in because of inadequate tools, and that is certainly one thing technology has given us — a broader handle on the use of some better tools. □

**This section of
Communicating Together
is sponsored by
the Tippet Foundation,
Toronto, Ontario.**

International News



Introducing Blissymbols in Brazil

by Nadia Browning R. Gill

Nadia Browning Gill is an occupational therapist. In 1980 she attended an internship program at BCI in Toronto. Nadia then returned to Brazil and became a BCI Affiliate in Rio de Janeiro. The following report outlines some of the difficulties that she has encountered in implementing a Blissymbol program in Brazil.

Brazil has a Latin culture where independence and individuality are not always respected by the family, especially in the case of the disabled. This is in contrast with the underlying premise of Blissymbolics which advocates competence and independence, the opportunity for the disabled individual to become a "little owner" of herself or himself.

I am a native Brazilian who graduated as an occupational therapist. I am now working with disabled children in Rio de Janeiro. During a stay in Toronto at the end of 1980, I had an opportunity to learn Blissymbols of which I had never heard before. My story begins when I left the warmth of the Blissymbolics Communication Institute and came back to Rio. Full of ideas, I went directly to all the clinics with which I was acquainted to advocate this new method of communication. There I explained this new system of communication, always taking along with me the slides and books I had received from BCI. There were many vague promises of acceptance that never materialized.

Then one day it happened. I was asked to work with two cerebral palsied children, aged 7 and 8. The introduction of the symbols wasn't difficult. The children were very capable, although severely physically involved. I always made an effort to keep in touch with the staff of the institution. The mother attended every session, twice a week, 40 minutes each. One reason

for including the mother was so that I would have someone working with me. The second reason was to prove to her that her child was capable. Unfortunately the staff who had treated the children for years had no interest in Blissymbols and had difficulty in accepting new ideas. This made the mother and family feel unsupported. It took only two months for them to stop the sessions. It is worth remembering that all this happened with no cost to the family or clinic.

In this same year, 1981, I also worked with an aphasic adult, who was doing very well. She learned 20 symbols in two-and-a-half months with 40-minute sessions

twice a week. One day her husband decided to stop all her treatment, except physiotherapy. This was done without even consulting her.

Based on these experiences I decided to change my methods. Instead of knocking on doors and offering my services free of charge, I became a consultant. I set up small conferences and talked to those who wanted to listen. (People seem to give more credit to what they have to pay for!) I have now given four eight-hour conferences, three short presentations in Congress, several expositions and discussions in clinics, and short courses regarding cerebral palsy.

One of the clinics in which I gave

CHARLES K. BLISS 1897-1985

In Sydney Australia, in his 88th year,
Charles K. Bliss
passed away on July 13, 1985.

His contribution
to the field of augmentative communication
will always be valued by those
who use, teach and develop Blissymbols.

His original work
provided the foundation
upon which we all can build.

Those of us who knew him will long remember
his creative genius,
his tireless energy,
his total dedication
to Semantography-Blissymbolics.



a conference suggested I try Bliss-symbols with one child. This time I had the staff's support. The child was an 11-year-old with cerebral palsy (atethoid). The work was very gratifying, especially in conjunction with the teacher and the staff. However, the parents were having problems with the clinic and one day the boy let me know that the father didn't like the use of symbols. We concluded that the symbols were making the boy more independent and this "bothered" the family a lot.

Next a friend sent me an aphasiac adult (52 years old). The work was done with the indirect participation of the staff and a lot of family orientation. Everything was going well. She acquired 25 symbols in two months with 40-minute sessions twice a week. However the husband and oldest daughter thought that it wasn't doing her any good because as she saw her own potential for communicating she became emotional. Later I heard that they stopped all treatment.

Today I am preparing to use symbols with a 21-year-old spastic tetraplegic who has no head control. I'm also preparing for a conference in a well-known rehabilitation center. The latest idea (after reading some articles sent by BCI) is to make an evaluation kit for users in our social-cultural region. I hope to begin soon with a small group of young (two- and three-year-old) children with cerebral palsy.

As you have already seen by my cases, my difficulties are with prejudices of the environment and not necessarily with the patients who are always eager to learn. The attitude of my patients is what keeps my work going in Rio de Janeiro. □

Sharing Ideas with Nora

±|+| ⇅ ++ Δ N



"Sharing Ideas with Nora" is a forum for sharing information concerning all aspects of Augmentative Communication. Nora Rothschild, Consultant with the Augmentative Communication Service of the Hugh MacMillan Medical Centre, heads up a regular column focussing on readers' questions, answers, problems and experiences.

Why is there so much interest lately in adapted toys for the physically handicapped child?

All children spend most of their early years playing — they learn through play. For the severely physically handicapped child who cannot manipulate toys or objects, this experience has often been very limited!

It is now easily possible to adapt most commercially available battery operated toys (and tape recorders etc.) to be activated by any switch simply by connecting them with a toy cable. This simple adaptation allows the physically handicapped child to learn the basic concept of cause and effect — an underlying concept necessary for the development of meaningful and effective communication.

Adapted toys also allow children to develop expertise in activating switches. Such switches may in turn allow them to access technology. This technology may provide

them a means of conversation, written communication or control over the environment.

Adapted toys also offer physically handicapped children a means of independent control — an experience which most of us take for granted. Not only do they allow the child to play alone for short periods of time, they also provide the caregivers with a well-deserved rest from hand over hand activity.

Let us not forget however, that much of the play which entertains and teaches normally active children involves imagination and creative interaction with adults and other children. It is not sufficient to supply the physically handicapped child with an efficient means of activating a switch in order to observe a limited number of toys perform their limited repertoire of actions, eg. drumming panda bears, whistling bunny rabbits, climbing and sliding penguins etc. These activations do allow the children to learn cause and effect, physical activation and limited independence; however there is much more that these toys can offer. In the same way that we use ordinary toys, we can use adapted toys to develop imaginary stories. Instead of simply making the truck stop and go, we can pretend to have the truck make deliveries at different houses. Instead of making the crawling baby crawl and stop, she can explore different areas of a pretend house, look for favorite toys, cry for her bottle etc.

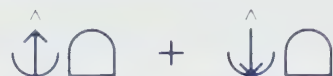
Adapted toys really are a wonderful way to help physically handicapped children explore and learn from their environment. We do, however, need to remember to add that extra "little" ingredient — imagination. □

Editor's Note:

If you have any ideas you want to share with other readers or questions you want discussed, please write to "Sharing Ideas with Nora", c/o *Communicating Together*.

**This section of
Communicating Together
is sponsored by
Pilot Club International,
Ontario District.**

Teaching and Learning



Welcome to South Dakota

by Sheela Stuart

Sheela Stuart is Supervisor of the Speech Language Therapy Department at the Crippled Children's Hospital and School in Sioux Falls, South Dakota. She is involved with the NACE Center (Nonverbal Augmentative Communication Evaluation Center), a unit established by the Crippled Children's Hospital and School. Mrs. Stuart is also a Senior Presenter and affiliate of BCI.

Last fall various manufacturers of electronic devices agreed to come to Sioux Falls in May for a conference on the subject of augmentative communication. This conference took place May 16-18, 1985, with 66 participants from various states: South Dakota, Iowa, Nebraska, North Dakota, Minnesota and Alaska.

In preparation for this event, the Crippled Children's Hospital and School Communication Group decided to put together a special demonstration of their members' abilities to perform in the area of augmentative communication. This demonstration was developed with the children through assistance and guidance of their speech therapists.

To give you a little history: there are 20 children of various ages and disabilities presently in a program here at Crippled Children's Hospital and School called Communication Group. The members of this group all use some form of augmentative communication. Eleven of these children use electronic devices of various types which produce a print-out and synthesized speech output. The other children use various manual communication systems such as eye-gaze boards and have the ability to use a single switch (such as with their head or chin) to activate adapted electronic toys. Once a week we in the Speech Department bring these people together to help them practice communication skills with one another.



A scene from "Welcome to South Dakota".

We started the development process by exploring with the children things that were unique to South Dakota. The children showed special interest in the stories about days of homesteading written by Laura Ingalls Wilder. After review of several stories from "Little House on the Prairie", a plan was devised for using one vignette as the basis for a little three-act play called "Welcome to South Dakota — A Country Party". Then the work began. The clinicians put together a basic outline of the possible scenes within the play. The children were then asked to produce lines they thought would be appropriate for scenes.

The end result was just like other theatrical ventures in many ways. There were backdrops, stage scenery, costumes and make-up. There were rehearsals daily with missed lines and false starts and stops. But there were many other things quite unlike in other plays. All the "spoken lines" had to be programmed into the electronic devices and stored with recall codes that could be remembered and accessed easily by the device users. Because the devices use synthesized speech, this meant the clinicians spent hours determining ways of combining the various phonetic components of the computer software so the speech output said the words as "normally" as possible.

Everyone in the play is in a wheelchair. Twenty wheelchairs cannot fit on a regular school stage.

We had to ask the Maintenance Department to build an auxiliary stage.

Not everyone in the Communication Group can presently use an electronic communication device. But those who presently do not, can run little adapted toys with a single switch. Thus there was a special portion of the last act allocated to these children's presence at Nellie's party playing with "special toys". Each child was named and while the spotlight was on each child "played" making a rabbit hop or a music box whirl.

Amplification was a special problem. Each child whose device spoke required a microphone attached somehow to the wheelchair. Cords abounded, causing great confusion in movement.

What happened? The members of the Communication Group became frustrated, tired and bored. But they also became much better at remembering codes, and realizing the "timing" element, such as when this is being said I must be preparing my device to speak next. They have gained skills in communication, such as sequencing, turn taking and spontaneous recovery when something occurs that is unexpected.

Most importantly, we've all learned more about each individual. The production on May 17 went off without a hitch and when the children took a curtain call they received a standing ovation from the conference audience. □

Professional Development in Newfoundland

by Jane Green



Jane Green is presently a lecturer at Memorial University in Newfoundland. She was formerly principal of Virginia Waters' School in St. John's as well as being a BCI Senior Presenter. Jane arranged the first Blissymbol Workshop in Newfoundland in 1977 and has been active in BANAL, Blissymbol Association in Newfoundland and Labrador.

About midterm, the Curriculum Centre materials room in the Education Building at Memorial University of Newfoundland is an especially busy place. Students taking the course Education 4540 can be found hard at work, for communication boards are due at the end of the week. Copies of *Blissymbols for Use*, picture dictionaries and core lexicons are strewn on the tables. Some students are still discussing with their partner the vocabulary they will include; some are carefully drawing symbols with templates; others, with their display completed, are at the laminating machine. A communication board is just one of several assignments required of students who take this course on "Communication for the Severely Disabled".

Education 4540 is an elective course in the special education degree program at Memorial University in St. John's, Newfoundland. With a scattered population such as found in Newfoundland and Labrador, teachers have become key people for meeting the needs of the nonspeaking individual. The course was first introduced by the far-sighted Educational Psychology Department in 1980. The course content has changed greatly since its inception, and continues to change as the lecturer attempts to give the students a helpful overview of the exciting and fast developing field of nonspeech communication.

In 1983 I was delighted to be given the chance of redesigning the course and presenting it that year in the six weeks of summer school. Since then I have given it in summer school of 1984, in the fall semester of 1984 and in the winter semester of 1985. Whether presented in summer school or the regular semester, there are 30

lecture hours and the same requirements for the students. A mini-assignment is given early in the course, for which the student is asked to report on an imaginary parent/teacher interview concerning a child who is being considered for an augmentative communication system. A major assignment consists of either a research paper on a given topic, or the compilation of a resource file, or a written journal concerning practical experience with a nonspeaking person.

The aim is to make the assignments as useful as possible for the students and the nonspeaking. Many school staffrooms now have resource files about nonspeech communication which were compiled as an assignment. Instead of a communication board for an imaginary person, students have gained permission to work with other professionals on updating a real child's board. Others have found unique ways to familiarize the rest of their school with nonspeech communication.

ONLY ONE MAGAZINE GIVES YOU COMPREHENSIVE CURRENT INFORMATION ON REHABILITATION IN CANADA

We invite you to discover

Rehabilitation DIGEST

the only Canadian magazine
offering news and views on physical rehabilitation.

REHABILITATION DIGEST

- features upcoming events, film and book reviews, and a *Let's Get Technical* section highlighting the latest and best in new technology and aids to daily living.
- illuminates key issues such as the economics of disability, employment, sexuality, housing, technology and transportation.
- presents innovative programs and products.

● is written by specialists in various fields related to rehabilitation. Rehabilitation Digest provides a forum for doctors, occupational and physiotherapists, counsellors, consumer advocates and others to share knowledge and experience.

● reaches a unique audience of active and concerned people, both nationally and internationally. Rehabilitation Digest is relevant to those in social service agencies, universities and colleges, rehabilitation treatment centres, government departments, disabled people and their families.

INTRODUCTORY OFFER:

SUBSCRIBE TODAY AND GET 5 ISSUES FOR THE PRICE OF 4!

Subscription rates: one year: individuals \$9, institutions \$15, outside Canada add \$3 postage
Make Cheques payable to CRCD, and send them to Canadian Rehabilitation Council for the Disabled,
1 Yonge Street, Suite 2110, Toronto Ontario M5E 1E5

Class size is restricted to between 20 and 25 students. To date 129 students have completed the course. Most of the students are already graduates with an education degree and some have two degrees. About two-thirds are experienced special education teachers and bring a wealth of expertise to the classes. It has been gratifying to note, too, how many of the full-time students, who are pursuing special education training straight after their education degree, are juggling volunteer work with the requirements of their program. Some, in this way, have already become familiar with augmentative communication systems and the use of the Blissapple. For the special benefit of those who have not met a nonspeech communicator, Elaine Drover, a skilled Bliss user, joins me for one session and adds much to the course. Two parents of handicapped children were star members of their classes and have since enrolled in the special education degree program.

Lectures include time for group work, opportunities to communicate in different ways — with communication boards, direct selection and eye coding, miming, signing and AmerInd — and the viewing of a selection of slides, films and videos. Visiting lecturers have contributed on computers, language development and assessment.

The first third of the course looks at the meaning of communication, stressing the importance of the development of interactional skills, early intervention, the needs of the severely involved and assessment for augmentative communication. More than a third of the course is devoted to an examination of aided and nonaided systems currently in use. This includes four sessions on Blissymbolics which is used as a reference point for the other aided systems. "Picture Your Blissymbols" was included for the first time in March 1985. A companion course, Education 4541, "Communication for the Deaf", examines American Sign Language theoretically and practically, which enables those who have taken it to appreciate more easily the similarities and differences required of signing with a largely hearing population. A brief

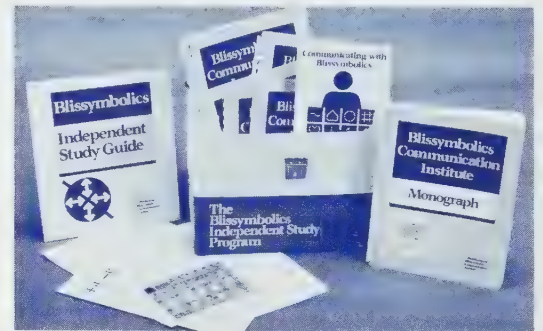
look is taken at the special needs of the aphasic child and of the autistic child. Research into the current use of augmentative communication systems with the autistic population is a popular topic for the major assignment. Accessing, high and low technology, a session on programming, another on research issues and community involvement bring this tight-packed course to a close.

Response has been favorable, but it is clear that this course can only touch the surface on many important aspects of communication. A two-credit Communication Institute is now being proposed to the University Senate by the Educational Psychology Department for the

summer of 1986. Students with Education 4540 as a prerequisite would be able to pursue areas of interest such as autism, aphasia, technology and programming for the severely handicapped, with a practicum as a requirement. It is hoped that experts in the different fields would be invited to participate.

It has been exciting being involved in the growth and development of the curriculum. I have especially enjoyed working with the students, from whom I continue to learn much. They have all been introduced to *Communicating Together* and some are subscribing. Such a readers' network will be one way to keep in touch. □

The Blissymbolics Independent Study Program



A Self Directed Instructional Course from Blissymbolics Communication Institute

Contents

Packaged in an attractive portable vinyl carrying case, the program includes:

1. **Independent Study Guide**
 - leads the learner through the study program using a workbook format
 - includes space for completion of exercises and entering notes and information
 - provides answers for self correction.
2. **Template**
 - used in exercises throughout the Study Guide
 - provides assistance when drawing symbols
3. **Set of Blissymbol Stamps and Grid**
 - allows participants to create a sample communication display which is used in various exercises in the program
4. **Series of Monographs**
 - supplemental readings on various aspects of Blissymbol applications

Other Resources Required

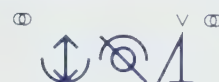
- *Communicating with Blissymbols* Shirley McNaughton (Ed.)
- *Blissymbols For Use and Supplement* Barbara Hehner (Ed.)
- *Teaching and Using Blissymbolics* Eugene McDonald

Certification

Completion of the Independent Study Program entitles participants to apply for the Blissymbolics Elementary Examination (fee \$45.00). Upon successful completion of this open-book, take-home exam, candidates will receive an Elementary Certificate in Blissymbolics.

Price of Program in Canada \$85.00 + shipping

Augmentative Communication



Picture Communication Symbols

by Roxanna Johnson

Roxanna Mayer Johnson received her Masters in Speech Pathology at San Diego State University in 1976. Based on her experience at the V.A. Hospital in La Jolle, California, and at El Cajone Valley High School in the Grossmont School District, she has spent the last five years developing and publishing products in the area of augmentative communication.

The development of the Picture Communication Symbols (PCS) began in 1978. At that time, I was working as a speech and language pathologist at a TMR (trainable mentally retarded) unit for teenagers in El Cajon, California. There were approximately 70 students in the program. About 25 percent of the clients could have benefited from some type of communication aid. In many cases Blissymbolics or signing were appropriate. In some cases however, it became apparent that there was a need for a "picture" communication board. I couldn't find any commercially available picture symbols, so like many others, I was drawing, cutting and searching for pictures. As the number of my drawn picture symbols increased, I decided to go ahead and complete a full set of symbols to share with others. Based on my previous experience with stroke patients at a veteran's hospital and multi-handicapped and autistic students in the schools, I tried to make the symbols appropriate for these populations as well.

The PCS were designed for people that need a set of symbols that can be easily learned. This may be because of limited mental abilities or because the symbols will only be used for a short period of time. My other goals were to make the symbols:

- (1) appropriate for all age levels;
- (2) simple, clear drawings for visual clarity;

- (3) easily reproduced on copying machines, making them inexpensive to use;
- (4) easily separated from one another so that the user need only use the symbols appropriate for them;
- (5) standardized sizes so they could be neatly and easily put on standardized grids.

The symbols are divided into six categories: social, people, verbs, descriptive, nouns, and miscellaneous. They are contained in a looseleaf book in which the categories are designated by tabs. Each category begins with an index listing the words available in the section. There is another index of all words in the back of the book. Each symbol is provided in both a 1-inch and 2-inch size. Also included is a "guide" which discusses practical suggestions for designing communication boards, based on my own experiences.

The symbols were designed to be used in conjunction with whatever other symbol systems, drawings or pictures are appropriate for a specific individual. I also encourage the modification of the symbols and/or symbol headings to whatever best suits each individual.

After the book was completed, there was still a need for other associated items involved with communication aids: things that therapists/teachers were expected to accumulate, often on their own time. Grids on which to mount the symbols and methods of display were needed. Hence followed pocket-sized books, folders and binders. In trying to fill the needs of the therapist/teacher, the next item was a set of training cards to be used in teaching the symbols. The idea of a pocketed communication board, covered with plexiglass, was presented to us by Linda Dyer of Springfield, Illinois. Linda was using the symbols with multi-handicapped students and found that an interchangeable communication board was ideal for her classroom.

With only 100 books printed, in

1981 we sent out our first group of advertising brochures to professionals in the field. The response has been terrific. The PCS is now in its fifth printing. Because of the response, positive feedback, and suggestions from people using the original PCS, we will publish a second book with an additional 1100 symbols in the fall of 1985. This second book will be primarily new vocabulary words. Symbols will be included in new topic areas such as fast food restaurants, religion, sex education, workshop and computers. The book will also provide symbol alternatives for some of the more difficult or abstract words such as "sorry", "help", "fight", "more", and "work". Most of the vocabulary chosen and many of the actual symbols are taken directly from the suggestions of PCS users.

It's been both fascinating and rewarding working in the non-speech field. We have found the people working in the field have to be caring, hard-working, and honest, making my work all the more enjoyable. □

Editor's Note:

Picture Communication Symbols (PCS) available from Mayer-Johnson Co., 964 Estellee, Salona Beach, CA 92075, U.S.A.



Research and Publications



Looking Beneath the Surface

by Geb Verburg



"Research and Publications" is written by Geb Verburg, who has been involved in the field of nonspeech communication since the mid-seventies. A cognitive scientist, Mr. Verburg is currently working as Research Associate in several research projects at the Hugh MacMillan Medical Centre investigating the use of micro-computers, the development of software and assessment tools for control and mobility.

Does a graphic system user think in pictures or in words? This question arose after reading five quite different yet related articles. Three come from the field of augmentative communication: Ronski, Sevcik, and Joyner's (1984) discussion of the implications of augmentative and alternative communication systems for language intervention with mentally retarded children; Luftig and Bersani Jr.'s (1985) study of the positive effect of translucency and the negative effect of complexity on the learnability of Blissymbols; Doherty, Daniloff and Lloyd's (1985) report of a biasing that occurs in the rating of transparency when signs from one category (e.g. Time, People, Body Parts) are presented together under their category name. The next two articles are from the domain of cognitive psychology. Both investigate aspects of the mental opera-

tions and mental representations that occur when (non-handicapped) subjects process (i.e. look at, compare, or respond to) pictures and/or words. Kosslyn, Brunn, Cave, and Wallach (1984) present evidence that able-bodied, adult subjects process pictures and visual perceptual tasks in very similar ways by using the same mental operations to solve a given problem. A series of experiments by Jolicoeur, Gluck and Kosslyn (1984) show that the classification of a picture as a member of a superordinate category calls upon the semantic representational system.

To consider the way in which people think, we must first quickly review a few definitions and some of the thinking about the way we process and represent knowledge. Mental operations are activities that our mind/brain performs on experiences and information that is received, stored or produced by the mind/brain. Mental representations or internal representations are the ways in which these experiences and this information is represented in the mind/brain. (One could think of scribbles on a mental note or sketch-pad but the actual internal representations are probably far more abstract and still quite unknown). In spite of the fact that we cannot look into the mind and observe and record the mental operations and representations that occur there, researchers and theorists have identified (and speculated about) several different mental operations and different representational systems.

At least two kinds of mental representations are generally believed to exist: a semantically and/or language mediated or "verbal" representational system and a visual perceptual or "perceptual" system. The two are quite different both in function and (presumably) in location in the brain yet the two communicate and work together when necessary.

The verbal representational system is based on and processes the meaning of traditional orthography words and the perceptual system is used for perceptual, pictorial or visual information. We can now state the first reason for asking the question in the title. Some graphic augmentative and alternative communication systems are picture based and some are both pictographic and meaning based. Blissymbols for example is a semantic or meaning-based yet also pictographic communication system. The system could therefore call upon either or both the verbal or the visual representational systems. The adoption by the mind of either or both has implications for teaching and using Blissymbols.

Considering Jolicoeur, Gluck and Kosslyn's study, a picture of a chair can be categorized as "furniture" only when the child has a semantic representation for "furniture". This leads to the question: Can a child who uses a concrete pictorial augmentative and alternative communication system categorize at all, or as easily as someone who uses a semantically based system and its associated verbal representation?

That this is not a trivial or frivolous question becomes obvious when we consider how many of our actions, decisions, choices and plans make use of classifications and categorizations. Classification can of course occur in the perceptual system but it becomes sharable and communicable through the verbal representational system.

Some of the practical, clinical issues raised in the Ronski et al (1984) article may demand research that probes beyond the surface behaviour. The authors eloquently make the case for using augmentative and alternative communication systems as language intervention aids for nonspeaking mentally retarded persons. The iconicity, low memory demand, circumvention of the problematic printed word to

referent and visual to phonetic relations are listed as advantages of augmentative and alternative communication systems for lower functioning persons. Problematic issues for Ronski et al, and I believe for all of us, are the large individual differences in learning strategies and in the learning processes that are deployed, and our relative ignorance of factors (perceptual, motor and cognitive ones) that affect mastery and use of augmentative and alternative communication systems. As one specific example the authors ask whether children "who already possess some conceptual knowledge of the meanings the symbols convey, use different learning strategies than severely retarded children who may be learning the meanings for the first time" (Ronski et al, p. 72).

The question about thinking in pictographs versus thinking in words and the related question about categorisation and their connection with mental operations and mental representations opens a potentially fascinating terrain of exploration and research (see for example Yovetich and Paivio, 1981). Both Luftig and Bersani and Doherty et al's articles make brief and tentative references to the processes inside the heads of the symbol user and symbol learner.

I take this to mean that our field is approaching the point where researchers are no longer satisfied with the exploration of surface phenomena. We are now starting to think about what happens in a symbol user's head. Not out of mere curiosity but in an attempt to better understand how symbols or graphic augmentative and alternative communication systems are used, how they can best be taught and how an augmentative and alternative communication system differs from or is similar to traditional orthography so that transfer from the former to the latter may be most readily accomplished. The questions discussed in this article are very similar to questions raised in cognition labs. Not surprisingly so, since learning and using an augmentative and alternative communication system is after all a process of language learning, more demanding of the instructor and

perhaps less well understood, but a process that deserves equal scrutiny and depth of exploration. The powerful research methodological tools that have been created in cognitive and psycho-linguistic research stand here at our disposal. □

References:

- Doherty, J.E., J.K. Daniloft, and L.L. Lloyd. "The Effect of Categorical Presentation on Amer-Ind Transparency." *Augmentative and Alternative Communication*. 1985, Vol. 1, No. 1, pp. 10-16.
- Jolicoeur, P., M.A. Gluck, and S.M. Kosslyn. "Pictures and Names: Making the Connection." *Cognitive Psychology*. 1984, Vol. 16, pp. 243-275.
- Kosslyn, S.M., J. Brunn, K.R. Cave, and R.W. Wallach. "Individual Differences in Mental Imagery Ability: A Computational Analysis." *Cognition*. 1984, Vol. 18, (1-3), 1984, pp. 195-243.
- Luftig, R.L., and H.A. Bersani. "An Investigation of Two Variables Influencing Blissymbol Learnability with Nonhandicapped Adults." *Augmentative and Alternative Communication*. 1985, Vol. 1, No. 1, pp. 32-37.
- Ronski, M.A., R.A. Sevcik, and S.E. Joyner. "Nonspeech Communication Systems: Implications for Language Intervention with Mentally Retarded Children." *Topics in Language Disorders*. December 1984, pp. 66-81.
- Yovetich, W.M.S., and A. Paivio. "Cognitive Processing of Bliss-like Symbols by Normal Populations: A Report on Four Studies." *Finland Speaks: A Report of EASE '80*. Selected Proceedings of the Congress of the European Association for Special Education. Helsinki, Finland, September 1981.

Readers Write



Dear Mrs. Kennedy,

This letter is in reference to the article "Parent Involvement in Augmentative Communication Programs," *Communicating Together*, Vol. 3, No. 2. I had the opportunity to facilitate the Round Table Discussion on this topic. David McNaughton volunteered to accept the responsibility to act as scribe. From his personal notes, and his transcript of an hour audio cassette, David compiled a summary of the discussion. The content of the article in *Communicating Together* is taken from David's hard work. I would appreciate acknowledgement be given to David McNaughton.

Lynnette Norris,
Augmentative Communication
Services Consultant,
Hugh MacMillan Medical Centre,
Toronto, Ontario.

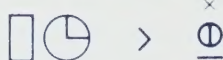
**This section of
Communicating Together
is sponsored by
Manufacturers Life
Insurance Company,
Toronto, Ontario.**

For Your Information

The Blissymbol components used in section headings and design are shown here with accompanying words.

person 	our, ours 	public 	woman 	man 	family 	friend 	(to) say, tell
question 	(to) shore 	(to) teach 	(to) learn 	(to) read 	(to) write 	along with 	goodbye
(to) communicate 	science 	knowledge 	opinion 	event 	idea 	(to) help, aid 	Blissymbol
machine 	computer 	thing 	schedule 	paper, page 	book 	plural indicator 	combine indicator
powder, dust 	international 	news 	letter 	attention 	flavouring 	non-speaking 	command

Schedule of Events



BCI Elementary Workshops

BCI Elementary Workshop training sessions are held throughout the year and provide professionals and families with an opportunity to learn about Blissymbolics. The workshops include 30 hours of lectures, and group and individual assignments.

Forthcoming Workshop: In Florida

- September 26-28, 1985 in Pensacola

Contact: Mrs. Sandra Osborn, Orange County Public Schools, 441 Tampa Ave., Orlando, Florida, 32803, U.S.A.

Telephone: (305) 423-9212

BCI Special Interest Seminars

In Ontario

• October 8-11 in Toronto
With the availability of the *Blissymbolics Independent Study Program*, the Augmentative and Alternative Communication in Education (AACE) program of BCI in cooperation with Augmentative Communication Services (ACS) of the Hugh MacMillan Medical Centre is holding a week of one-day seminars.

Fee for day-long sessions:

\$55.00 for one day
(lunch included).

\$45.00 for each extra day.

Contact: Blissymbolics Communication Institute, 350 Rumsey Road, Toronto, Ontario, Canada M4G 1R8.
Telephone: (416) 424-3806

Technology and Young People with Special Needs

In the United Kingdom

• October 20-25, 1985 in Oxfordshire
Castle Priory College offers this introductory, multi-disciplinary course which covers a broad range

of technical aids, computers, and other equipment, as well as application techniques developed for young people with physical or multiple disability. The program includes workshop sessions — including one at the ACE (Aids to Communication in Education Centre), Oxford — and small exhibitions of high and low technology aids.

Lecturer: Mr. Roger Jefcoate
Fee: £95

Contact: The Principal, Castle Priory College, Thames Street, Wallingford, Oxfordshire, OX10 OHE, United Kingdom.
Telephone: (0491) 37551

PIC Study Session

In Quebec City

- September 27, 1985

The Institut de réadaptation de Montréal is sponsoring a one-day session in Quebec City on the French version of PIC (Pictogrammes et idéogrammes: une communication).

PIC: Une Journée de formation et d'information sur le système PIC aura lieu à la ville de Québec le 27 septembre 1985. Cette activité est parrainé par l'Institut de réadaptation de Montréal. Les frais d'inscription sont de 45.00\$.

Pour informations, veuillez contacter mesdames: Judith Blumberger (514) 735-3741 ou Diane Millard (418) 529-5371.

Augmentative Communication Service, The Hugh MacMillan Medical Centre

Intensive Study Program in Augmentative Communication

In Toronto

- Oct. 21 - Nov. 1, 1985

Fee: \$550.00

Application deadline: September 15

A practical clinical study program

focussing on assessment and program development, with participation in client programs.

For details contact: Sachi Tamura, ACS, The Hugh MacMillan Medical Centre, 350 Rumsey Road, Toronto, Ontario M4G 1R8.

Telephone: (416) 424-3805

International Society for Augmentative and Alternative Communication

ISAAC Retreats

An opportunity for individuals concerned with the field of augmentative and alternative communication to meet in an informal setting and discuss current issues of interest.

In New York

- October 4-6, 1985, Pridwin Hotel, Shelter Island.

Hosts: Howard Shane and Susan Sansone.

Fees: \$175* ISAAC Members
\$225* Non-members

*Double occupancy, includes accommodation and meals and gratuities.

Contact: Mrs. Susan Sansone, New York Association for the Help of Retarded Children, Inc. — Suffolk Chapter, 2900 Veteran's Memorial Highway, Bohemia, New York 11716, U.S.A.

Telephone: (516) 585-0100

In Ontario

- October 18-20, 1985, in Collingwood.

Hosts: Penny Parnes, Shirley McNaughton, Peter Lindsay.

Fees: \$215** ISAAC Members
\$225** Non-members

**Double occupancy, includes accommodation and meals.

A limited number of scholarships for users of augmentative systems are available.

Contact: Mrs. K. Seybold, ISAAC, P.O. Box 1762, Toronto, Ontario, Canada M4G 4A3.

Telephone: (416) 424-3806

A SERIOUS SOLUTION...TO A SERIOUS PROBLEM



The new ACS SpeechPAC/Epson™

The new ACS SpeechPAC/Epson is a technological breakthrough in design, function, and adaptation. It provides the nonverbal (child and adult) with communication capabilities never before available. SpeechPAC/Epson is what you need it to be.

AS A COMMUNICATOR: Turn it on and SpeechPAC automatically becomes the easiest to use, most advanced portable communication system available for nonverbal handicapped persons. It is 100% user programmable and can store hundreds of key sentences in memory for quick transfer to voice out-put or print.

TEXT TO SPEECH: Type any English words, numbers, sentences or paragraph; press TALK and SpeechPAC speaks out the entry. There are no complicated procedures or instructions to learn.

EASY TO PROGRAM: Simply press one button and the screen displays the three easy instructions for programming. No computer knowledge is necessary to use the SpeechPAC/Epson as a communication system.

LOGICAL LETTER CODING: An ACS exclusive program for non-verbal handicapped persons. "LOLEC"® gives a quick, uncomplicated method for the user to program and retrieve complete sentences (up to 250 characters long) from memory with a single key stroke. *EXAMPLE:* Every sentence has a "Logical Thought" and every thought has a "Logical Letter Code." Program DW to SPEAK "I would like to have a *DRINK* of *WATER*" Once programmed, the user simply enters DW, pushes TALK and the voice output is the entire sentence. Text to speech and numerous letter codes can be mixed together in any random sequence to create unlimited vocabulary potential.

MEMORY CAPACITY: Several hundred sentences can be stored for retrieval by "Logical Letter Coding". The SpeechPAC/Epson can store approximately 10,000 characters (letters) and is expandable to store 26,000 characters.

AS A COMPUTER: Push one button and you have access to all the features of the EPSON MicroComputer with: word processing, computer graphics, games (limited), calculator functions, musical tone generator, and hook up to TV set.

AS AN EDUCATIONAL AND TRAINING AID: With the Telephone Modem, the Epson connects to other computers and national information centers throughout the United States. This vast knowledge can be brought right into your own home.

SCANNING: For the severely physically handicapped, the ACS SpeechPAC/Epson can be activated by numerous types of gross motor switches. A custom ACS "Scanning Talk"® program presents letters and codes (on the screen) in the order of most frequent use. All functions of voice output, print, microcassette, and all computer functions can be controlled through scanning.

SPEECHPAC FEATURES: SpeechPAC talks for approximately 24 hours using the rechargeable batteries of the Epson computer. You can create Male, Female, and Child like voices. Control of Speed, Voice Type, Volume and Printer can be performed with only one finger (or head pointer) or scanning.

ACCESSORIES: Wheelchair Mounting Kit, Keyguards, Carrying Case, Telephone Modem, External Amplifiers, Emulator for connection to Apple or Franklin computers, Protective moisture proof keyboard cover.

ADAPTATIONS: If you already own an EpsonHX-20 you can make it talk and expand its memory with the purchase of only the ACS SpeechPAC and ACS copyrighted software program. Easy to snap together.

SIZE: 8½ x 14½ x 1¾" **WEIGHT:** 5 pounds

PRICE: SpeechPAC/Epson - \$2,195.00 U.S.—plus shipping/handling. SpeechPAC/Epson - \$2,850.00 Canada—plus shipping/handling. Price subject to change depending on currency exchange rates.

Write today for free additional information.

In United States:

ACS

Adaptive Communication Systems, Inc.

Box 124400 Pittsburgh, PA 15231

412 264-2288

In Canada:

BETACOM

6160 VanDen Abeele
St. Laurent, Quebec H4S 1R9

514 335-1058



Happy Birthday Sweet 16!

ZYGO Model 16 that is. You're 10 years old and still scanning your way through assessments, evaluations, prescriptions and training. That's a tall order you're filling. You deserve a party!

You also set our company off on quite an adventure in developing the Model 100, scanWRITER, Eye Transfer, computer access and all those switches. And there's so much more to come.

You don't show your age at all. You're as good now as that day 10 years ago when you went to your first client. You're a classic; the industry standard.

Model 16.
Communication starts
here!



ZYGO

Always there when you need us.

ZYGO INDUSTRIES, INC.
P.O. Box 1008
Portland, OR 97207-1008
(503) 297-1724